

Drivers of Student Performance: Evidence from Higher Secondary Public Schools in Delhi

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Abstract

We examine the role of teachers and students in the formation of test scores at the higher secondary level (grade 12) in public schools in Delhi, India. Using the value added approach, we find substantial variation in teacher and student quality within schools: over the period spanning grades 11 and 12, being taught by a one standard deviation better than average teacher raises test scores by 0.373 standard deviation; and being a one standard deviation better than average student raises it by 0.799 standard deviation. Being permanent (tenured) positively predicts teacher effectiveness, while educational qualifications, training, experience and personality traits have no predictive power. Relative to families where only fathers earn, those where both parents earn negatively predict student effectiveness, while religion, caste and parents' education have no predictive power.

Speaker Profile

Deepti is an Assistant Professor of Economics at the School of Liberal Studies at Azim Premji University in Bengaluru, India. She is also a Research Fellow at IZA, the Institute of Labor Economics in Bonn, Germany. Her research specializations are Applied Econometrics and Labour Economics. She has published papers on immigrant labour markets, discrimination, and air pollution. [Click here](#) for her personal website.